

DISTRICT PROFILE AND PERFORMANCE REPORT FOR SCHOOL YEAR 2015–16



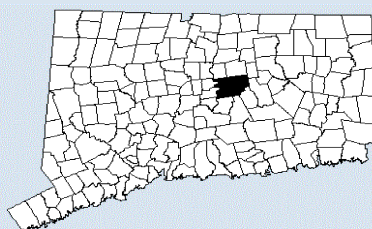
Glastonbury School District

Dr. Alan Bookman, Superintendent • 860-652-7961 • <http://www.glastonburyus.org/>

District Information

Grade Range	PK-12
Number of Schools/Programs	14
Enrollment	6,069
Per Pupil Expenditures ¹	\$15,741
Total Expenditures ¹	\$101,058,805

¹Expenditure data reflect the 2014-15 year.



Community Information

[CERC Town Profiles](#) provide summary demographic and economic information for Connecticut's municipalities

Related Reports/Publications

[CT Reports \(CMT/CAPT\)](#)

[District and School Performance Reports](#)

[Special Education Annual Performance Reports](#)

[SAT®, AP®, PSAT® Report by High School \(Class of 2016\)](#)
(2016® The College Board)

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Notes

Unless otherwise noted, all data are for 2015-16 and include all grades offered by the district.

In most tables, data are displayed only for the three major race/ethnicity categories. For additional race/ethnicity categories, please visit edsight.ct.gov.

State totals are not displayed as they are not comparable to district totals.

Special Education tables reflect only students for whom the district is fiscally responsible.

* When an asterisk is displayed, data have been suppressed to ensure student confidentiality.

N/A is displayed when a category is not applicable for a district or school.

Students

October 1, 2015 Enrollment

	District		State
	Count	Percent of Total (%)	Percent of Total (%)
Female	3,084	50.8	48.3
Male	2,985	49.2	51.6
American Indian or Alaska Native	9	0.1	0.2
Asian	588	9.7	4.9
Black or African American	183	3.0	12.8
Hispanic or Latino	522	8.6	23.0
Pacific Islander	7	0.1	0.0
Two or More Races	255	4.2	2.7
White	4,505	74.2	55.9
English Learners	79	1.3	6.4
Eligible for Free or Reduced-Price Meals	576	9.5	38.0
Students with Disabilities ¹	641	10.6	13.7

¹Students in this category are students with Individualized Education Programs (IEPs) only. This category does not include students with Section 504 Plans.

Chronic Absenteeism and Suspension/Expulsion

	Chronic Absenteeism ²		Suspension/Expulsion ³	
	Count	Rate (%)	Count	Rate (%)
Female	77	2.5	22	0.7
Male	86	2.9	46	1.5
Black or African American	11	6.2	11	6.1
Hispanic or Latino	29	5.7	13	2.5
White	101	2.3	38	0.8
English Learners	*	*	*	*
Eligible for Free or Reduced-Price Meals	51	8.5	20	3.3
Students with Disabilities	49	7.8	28	3.8
District	163	2.7	68	1.1
State		9.6		7.0

Number of students in 2014-15 qualified as truant under state statute: 9

Number of school-based arrests: 0

²A student is chronically absent if he/she misses ten percent or greater of the total number of days enrolled in the school year for any reason. Pre-Kindergarten students are excluded from this calculation.

³The count and percentage of students who receive at least one in-school suspension, out-of-school suspension or expulsion.

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Educators

Full-Time Equivalent (FTE)¹ Staff

	FTE
General Education	
Teachers and Instructors	402.9
Paraprofessional Instructional Assistants	65.0
Special Education	
Teachers and Instructors	47.2
Paraprofessional Instructional Assistants	93.3
Administrators, Coordinators and Department Chairs	
District Central Office	15.0
School Level	23.6
Library/Media	
Specialists (Certified)	10.0
Support Staff	12.4
Instructional Specialists Who Support Teachers	16.4
Counselors, Social Workers and School Psychologists	29.5
School Nurses	13.7
Other Staff Providing Non-Instructional Services/Support	332.6

¹In the full-time equivalent count, staff members working part-time in the school are counted as a fraction of full-time. For example, a teacher who works half-time in a school contributes 0.50 to the school's staff count.

Educators by Race/Ethnicity

	Count	District Percent of Total (%)	State Percent of Total (%)
American Indian or Alaska Native	1	0.2	0.1
Asian	5	0.9	1.0
Black or African American	3	0.5	3.5
Hispanic or Latino	8	1.4	3.5
Pacific Islander	0	0.0	0.0
Two or More Races	0	0.0	0.1
White	543	97.0	91.7

Classes Taught by Highly Qualified Teachers²

	Percent of Total (%)
District	99.4
District Poverty Quartile: Low	
State High Poverty Quartile Schools	97.6
State Low Poverty Quartile Schools	99.6

²Core academic classes taught by teachers who are fully certified to teach in that subject area.

Classroom Teacher Attendance: 2014-15

	District	State
Average Number of FTE Days Absent Due to Illness or Personal Time	8.8	9.4

Instruction and Resources

11th and 12th Graders Enrolled in College-and-Career-Readiness Courses during High School³

	11th		12th	
	Count	Rate (%)	Count	Rate (%)
Black or African American	*	*	15	62.5
Hispanic or Latino	19	39.6	20	55.6
White	176	49.3	302	71.6
English Learners	*	*	0	0.0
Eligible for Free or Reduced-Price Meals	28	43.8	22	43.1
Students with Disabilities	18	35.3	41	56.2
District	250	50.2	390	70.5
State		61.2		73.9

³College-and-Career-Readiness Courses include Advanced Placement®(AP), International Baccalaureate®(IB), Career and Technical Education(CTE), workplace experience and dual enrollment courses.

Students with Disabilities Who Spend 79.1 to 100 Percent of Time with Nondisabled Peers⁴

	Count	Rate (%)
Autism	51	52.6
Emotional Disturbance	15	38.5
Intellectual Disability	*	*
Learning Disability	176	88.0
Other Health Impairment	131	86.8
Other Disabilities	*	*
Speech/Language Impairment	79	90.8
District	460	74.8
State		68.8

⁴Ages 6-21

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Students with Disabilities by Primary Disability¹

	District Count	District Rate (%)	State Rate (%)
Autism	101	1.6	1.6
Emotional Disturbance	39	0.6	1.0
Intellectual Disability	16	0.3	0.5
Learning Disability	200	3.2	4.6
Other Health Impairment	154	2.5	2.8
Other Disabilities	35	0.6	1.0
Speech/Language Impairment	94	1.5	1.9
All Disabilities	639	10.3	13.4

¹Grades K-12

Students with Disabilities Placed Outside of the District²

	District Count	District Rate (%)	State Rate (%)
Public Schools in Other Districts	22	3.4	6.3
Private Schools or Other Settings	68	10.6	9.1

²Grades K-12

Overall Expenditures:³ 2014-15

	Total (\$)	Per Pupil	
		District (\$)	State (\$)
Instructional Staff and Services	54,028,403	8,817	9,387
Instructional Supplies and Equipment	3,227,715	527	318
Improvement of Instruction and Educational Media Services	5,249,586	857	541
Student Support Services	5,809,798	948	1,048
Administration and Support Services	10,336,850	1,687	1,790
Plant Operation and Maintenance	10,880,864	1,776	1,608
Transportation	5,763,671	858	845
Costs of Students Tuitioned Out	4,418,181	N/A	N/A
Other	1,343,737	219	194
Total	101,058,805	15,741	15,762

Additional Expenditures

Land, Buildings, and Debt Service	6,481,637	1,058	1,524
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³Expenditures may be supported by local tax revenues, state grants, federal grants, municipal in-kind services, tuition and other sources.

Special Education Expenditures: 2014-15

	District Total (\$)	District Percent of Total (%)	State Percent of Total (%)
Certified Personnel	7,574,543	44.0	35.1
Noncertified Personnel	3,240,367	18.8	14.5
Purchased Services	757,117	4.4	5.5
Tuition to Other Schools	3,678,951	21.4	21.6
Special Ed. Transportation	0	0.0	8.3
Other Expenditures	1,969,145	11.4	15.0
Total Expenditures	17,220,123	100.0	100.0

Expenditures by Revenue Source:⁴ 2014-15

	Percent of Total (%)	
	Including School Construction	Excluding School Construction
Local	89.9	89.4
State	8.2	8.5
Federal	1.5	1.6
Tuition & Other	0.5	0.5

⁴Revenue sources do not include state-funded Teachers' Retirement Board contributions, vocational-technical school operations, SDE budgeted costs for salaries and leadership activities and other state-funded school districts (e.g., Dept. of Children and Families and Dept. of Correction).

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Performance and Accountability

District Performance Index (DPI)

A District Performance Index (DPI) is the average performance of students in a subject area (i.e., ELA, Mathematics or Science) on the state summative assessments. The DPI ranges from 0-100. A DPI is reported for all students tested in a district and for students in each individual student group. Connecticut's ultimate target for a DPI is 75.

	English Language Arts(ELA)		Math		Science	
	Count	DPI	Count	DPI	Count	DPI
American Indian or Alaska Native	*	*	*	*	*	*
Asian	327	85.6	327	86.8	148	78.8
Black or African American	93	62.9	93	59.2	*	*
Hispanic or Latino	261	69.6	261	65.0	108	59.7
Native Hawaiian or Other Pacific Islander	*	*	*	*	0	N/A
Two or More Races	145	78.9	145	75.4	56	69.5
White	2440	79.6	2439	76.6	1081	70.1
English Learners	46	64.5	46	64.9	15	*
Non-English Learners	3229	79.1	3228	76.3	1427	69.9
Eligible for Free or Reduced-Price Meals	316	63.5	316	59.6	140	57.1
Not Eligible for Free or Reduced-Price Meals	2959	80.6	2958	77.9	1302	71.1
Students with Disabilities	404	57.1	404	52.4	175	49.8
Students without Disabilities	2871	82.0	2870	79.4	1267	72.5
High Needs	648	62.4	648	58.1	283	54.4
Non-High Needs	2627	83.0	2626	80.5	1159	73.5
District	3275	78.9	3274	76.1	1442	69.7

National Assessment of Educational Progress (NAEP): Percent At or Above Proficient¹

	NAEP 2015		NAEP 2013
	Grade 4	Grade 8	Grade 12
READING			
Connecticut	43%	43%	50%
National Public	35%	33%	36%
MATH			
Grade 4			
Connecticut	41%	36%	32%
National Public	39%	32%	25%

¹NAEP is often called the "Nation's Report Card." It is sponsored by the U.S. Department of Education. This table compares Connecticut's performance to that of national public school students. Performance standards for state assessments and NAEP are set independently. Therefore, one should not expect performance results to be the same across Smarter Balanced and NAEP. Instead, NAEP results are meant to complement other state assessment data. To view student subgroup performance on NAEP, [click here](#).

Physical Fitness Tests: Students Reaching Health Standard²

	Percent of Students by Grade ³ (%)				All Tested Grades	
	4	6	8	10	Count	Rate (%)
Sit & Reach	75.2	71.2	68.3	77.5	1,810	72.8
Curl Up	87.9	81.0	78.0	94.6	1,810	85.0
Push Up	67.6	68.2	83.2	85.7	1,810	76.3
Mile Run/PACER	81.4	80.4	81.0	79.3	1,810	80.6
All Tests - District	46.9	49.9	47.7	58.7	1,810	50.7
All Tests - State	50.6	49.8	50.6	51.1		50.5

²The Connecticut Physical Fitness Assessment (CPFA) is administered to all students in Grades 4, 6, 8 and 10. The health-related fitness scores gathered through the CPFA should be used to educate and motivate children and their families to increase physical activity and develop lifetime fitness habits.

³Only students assessed in all four areas are included in this calculation.

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Cohort Graduation: Four-Year¹

	2014-15				2015-16
	Cohort Count ²	Rate (%)	Target ³ (%)	Target Achieved	Target ³ (%)
Black or African American	*	*	92.2	Yes	92.4
Hispanic or Latino	38	94.7	.		.
English Learners	*	*	.		.
Eligible for Free or Reduced-Price Meals	68	95.6	90.5	Yes	91.0
Students with Disabilities	55	85.5	84.8	Yes	85.9
District	524	97.7	94.0	Yes	94.0
State ⁴		87.2			

¹The four-year cohort graduation rate represents the percentage of first-time 9th graders who earn a standard high school diploma within four years. Statewide, district and school results for cohorts of 2010 through 2014 are [available online](#).

²Cohort count includes all students in the cohort as of the end of the 2014-15 school year.

³Targets are calculated when there are at least 20 students in a cohort in the base year (i.e., 2010-11).

⁴Targets are not displayed at the state level.

11th and 12th Graders Meeting Benchmark on at Least One College Readiness Exam⁵

	Participation ⁶	Meeting Benchmark	
	Rate (%)	Count	Rate (%)
Female	97.0	409	71.6
Male	96.9	313	65.2
Black or African American	97.7	20	45.5
Hispanic or Latino	97.6	40	47.6
White	96.7	551	70.7
English Learners	*	*	*
Eligible for Free or Reduced-Price Meals	98.3	46	40.0
Students with Disabilities	60.9	*	*
District	97.0	722	68.7
State	95.6		40.7

⁵College readiness exams and benchmark scores are as follows:

- SAT® - meets benchmark score on SAT, Revised SAT or Connecticut School Day SAT
- ACT® - meets benchmark score on 3 of 4 exams (benchmark score varies by subject)
- AP® - 3 or higher on any one AP® exam
- IB® - 4 or higher on any one IB® exam
- Smarter Balanced - Level 3 or higher on both ELA and math

⁶Participation Rate equals the number of test-takers in 11th and 12th grade divided by the number of students enrolled in those grades, as a percent.

Sources:

SAT® and AP® statistics derived from data provided by the College Board.

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ACT® statistics derived from data provided by ACT, Inc.

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IB® statistics derived from data provided by the International Baccalaureate Organization.

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College Entrance and Persistence

	Class of 2015	Class of 2014
	Entrance ⁷	Persistence ⁸
	Rate (%)	Rate (%)
Female	90.3	95.4
Male	87.0	94.6
Black or African American	60.9	*
Hispanic or Latino	83.8	93.8
White	91.1	94.5
English Learners	*	*
Eligible for Free or Reduced-Price Meals	72.1	91.7
Students with Disabilities	68.6	82.9
District	88.7	95.0
State	71.9	88.3

⁷College entrance refers to the percent of high school graduates from the year who enrolled in college any time during the first year after high school.

⁸College persistence refers to the percent of students who enrolled in college the first year after high school and returned for a second year (Freshman to Sophomore persistence).

Source: National Student Clearinghouse

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Next Generation Accountability Results

These statistics are the results from Connecticut's Next Generation Accountability System for districts and schools. This system is a broad set of 12 indicators that help tell the story of how well a school is preparing its students for success in college, careers and life. It moves beyond test scores and graduation rates and instead provides a more holistic, multifactor perspective of district and school performance and incorporates student growth over time.

Indicator		Index/Rate	Target	Points	Max	% Points	State Average
ELA Performance Index	All Students	78.9	75	50.0	50	100.0	67.7
	High Needs Students	62.4	75	41.6	50	83.2	56.7
Math Performance Index	All Students	76.1	75	50.0	50	100.0	61.4
	High Needs Students	58.1	75	38.7	50	77.5	49.9
Science Performance Index	All Students	69.7	75	46.5	50	93.0	57.5
	High Needs Students	54.4	75	36.3	50	72.6	47.0
ELA Academic Growth	All Students	68.3%	100%	68.3	100	68.3	63.8%
	High Needs Students	57.4%	100%	57.4	100	57.4	58.3%
Math Academic Growth	All Students	77.8%	100%	77.8	100	77.8	65.0%
	High Needs Students	64.2%	100%	64.2	100	64.2	57.4%
Chronic Absenteeism	All Students	2.7%	<=5%	50.0	50	100.0	9.6%
	High Needs Students	7.4%	<=5%	45.2	50	90.3	15.6%
Preparation for CCR	% Taking Courses	60.9%	75%	40.6	50	81.2	67.6%
	% Passing Exams	68.7%	75%	45.8	50	91.6	40.7%
On-track to High School Graduation		97.6%	94%	50.0	50	100.0	85.1%
4-year Graduation All Students (2015 Cohort)		97.7%	94%	100.0	100	100.0	87.2%
6-year Graduation - High Needs Students (2013 Cohort)		89.1%	94%	94.8	100	94.8	78.6%
Postsecondary Entrance (Class of 2015)		88.7%	75%	100.0	100	100.0	71.9%
Physical Fitness (estimated part rate) and (fitness rate)		93.5% 50.7%	75%	33.8	50	67.6	89.2% 50.5%
Arts Access		44.5%	60%	37.1	50	74.2	47.5%
Accountability Index				1128.0	1350	83.6	

Gap Indicators	Non-High Needs Rate ¹	High Needs Rate	Size of Gap	State Gap Mean + 1 Stdev ²	Is Gap an Outlier? ²
Achievement Gap Size Outlier?					Y
ELA Performance Index Gap	75.0	62.4	12.6	16.5	
Math Performance Index Gap	75.0	58.1	16.9	18.9	
Science Performance Index Gap	73.5	54.4	19.1	17.2	
Graduation Rate Gap	94.0%	89.1%	4.9%	15.3%	N

¹If the Non-High Needs Rate exceeds the ultimate target (75 for Performance Index and 94% for graduation rate), the ultimate target is used for gap calculations.

²If the size of the gap exceeds the state mean gap plus one standard deviation, the gap is an outlier.

Subject/Subgroup		Participation Rate (%) ³
ELA	All Students	99.3
	High Needs Students	98.1
Math	All Students	99.3
	High Needs Students	98.1
Science	All Students	99.5
	High Needs Students	99.0

³Minimum participation standard is 95%.

Connecticut's State Identified Measurable Goal for Children with Disabilities (SIMR)

Increase the reading performance of all 3rd grade students with disabilities statewide, as measured by Connecticut's English Language Arts (ELA) Performance Index.

Grade 3 ELA Performance Index for Students with Disabilities:

District: 52.7

State: 51.4

Supporting Resources

[Two-page FAQ](#)

[Detailed Presentation](#)

[Using Accountability Results to Guide Improvement: comprehensive documentation and supports](#)

District Profile and Performance Report for School Year 2015-16

Glastonbury School District

Narratives

School District Improvement Plans and Parental Outreach Activities

Our district strategic plan, developed by staff, parents, and community members, reflects changing expectations in learning, instruction, technology integration, 21st century skills, and post-secondary readiness. This plan drives all district and school initiatives through 2018. The Glastonbury Public School's system continues to support the renewal and refinement of curriculum to align with the Common Core State Standards (CCSS) grade level expectations and to ensure vertical alignment across grade levels and disciplines. We continue to provide our own high quality professional development in the area of Physical and Psychological Management Training (PMT) with our two district certified trainers. PMT training has been extended to support staff in order to provide them with skills needed to respond to a student with behavioral needs. In addition, we have three Developers in the Strategic Instruction Model who provide training in the area of instruction. We are refining the use of early intervention and Student Intervention Team (SIT) process to provide needed instructional support for all students under our Scientific Research-Based Interventions (SRBI) model. This includes a focus on students with attendance issues at all grade levels. Our LINKS Academy continues to provide a small structured learning environment for students in grades 1-12 as they access the school curriculum. In addition, vocational opportunities have expanded within the community for students attending Post Grad and LINKS programs. Our Special Education Preschool teachers are implementing curriculum that was realigned to meet the Early Learning Development Standards recently released by the Connecticut Office of Early Childhood. Increased family engagement is a major indicator in our 5-Year Strategic Plan. The district, schools and departments each set annual goals in this area to strengthen that partnership. All Glastonbury schools have active parent groups that are involved in the planning and improvement of school programs. In addition, there is a district-wide Parent Teacher Student Organization. Communications through technology plays a key role in our district; parents have the ability to log on a parent portal which allows them to work at home with their children, helping to connect the bridge between home and school. Both routine and emergency announcements are provided using our online messaging system. Our partnerships between students, parents, teachers and community members continue to provide educational excellence. .

Efforts to Reduce Racial, Ethnic and Economic Isolation

Glastonbury Public Schools has a lengthy history of encouraging programs that promote and celebrate diversity. Diversity in our schools is celebrated in our K-12 curriculum, our student exchanges to Venezuela, China, France, Italy, Russia, Spain and Quebec and a year-long art exchange with students from our exchange schools in Russia and China that is highlighted in district-wide international nights. Students participate in over 100 clubs designed to increase education and appreciation of other cultures. Glastonbury Public Schools participates in a number of programs with the Anti-Defamation League, including training for teachers and students at all grade levels. Elementary programs through the Anti-Defamation League includes facilitated briefing and debriefing, role playing, and direct instruction designed to help students transfer lessons learned from the program to their daily interactions at school and beyond. Empower Programs for grades 6-8 help students identify inappropriate behaviors and demonstrate how to intervene as Upstanders to continue to foster a healthy safe learning community. Truth About Hate programs at Glastonbury High School helps students to learn about the words that cause harm and how to frame discussion around words that are helpful during conflict. . Since the inception of the Leadership of Greater Hartford's Common Ground Program, over 100 Glastonbury students have participated in leadership training with a diverse group of students throughout the region. The Glastonbury-East Hartford Magnet school opened in Glastonbury in 2012 and welcomes students from surrounding towns. In addition, over 300 students from Glastonbury participate in magnet schools throughout the Hartford region. Since 1974, Glastonbury has participated in A Better Change residential program and is a charter member of what is now the Open Choice program. .

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Equitable Allocation of Resources among District Schools

Glastonbury Public Schools ensures guaranteed learning experiences at all schools for all students through standard-based curriculum by grade level and content area with pacing guides used to monitor progression through units of study. We provide evidence-based instructional practices and assessments articulated in our curriculum. Instructional coaches in literacy and mathematics are provided at all elementary schools. Our curriculum directors oversee instruction at each school and across all content areas. A universal assessment calendar and data analysis system is used and Positive Behavioral Interventions and Supports are tailored for each school. The Glastonbury Board of Education policy regarding distribution of district resources ensures that each school within the district receives an equitable level of material and financial resources to meet student needs. The level of support that each school receives is determined by the approved school board budget for the year and the student enrollment. The funds budgeted for instruction are distributed equitably among the seven elementary schools, the middle school and the high school.